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ABSTRACT

Intended for use by those interested in promoting books and reading in the world, this report describes the state of books and reading in Kenya. Following a brief description of Kenya, major sections of the report deal with authorship, publishing, physical production, distribution, reading habits, professional training, and legal and institutional considerations. Specific topics discussed in these sections include (1) language policies; (2) encouragements to authors; (3) types of publishers and books; (4) economic factors; (5) printing facilities and equipment; (6) major distribution outlets; (7) literacy constraints, including historical, cultural, and economic factors; (8) professional training opportunities for authors, librarians, publishers, translators, booksellers, and printers; and (9) the legal and institutional aspects of book production. (FL)

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BOOKS AND READING IN KENYA

by Henry Chakava

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BOOKS AND READING IN KENYA

by Henry CHAKAVA

PREFACE

This document is one of a series of national monographs that Unesco is publishing on the state of books and reading in a number of countries. The aim is to provide book professionals, and more generally, all who are interested in promoting books and reading in the world, with as detailed as possible a survey of matters relating to authorship, publishing, material production and distribution of books, and reading in the countries concerned.

The publication of this series of monographs forms part of Unesco's programme, adopted by the General Conference at its twenty-first session (1980), to identify obstacles to book production and distribution so as to contribute to activities planned for the development of cultural industries and to country programming. It is hoped that the information obtained will be useful in indicating areas where efforts are needed at the national level to improve book production and increase reading activities in the countries concerned. Unesco has asked the authors to follow the same pattern, as far as possible, so that their research findings may appear in a comparable form.

This text has been prepared by Henry Chakava, Managing Director of Heinemann Educational Books (East Africa) Limited.

It is not an official document of the country concerned. The author is responsible for its contents which do not necessarily represent the views of Unesco.

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BOOKS AND READING IN KENYA

General Introduction

Kenya is an East African country with a total land area of 564,162 sq. kilometres. The 1979 national census put its population at 15,327,061, an average density of 27 people per square kilometre. This population, the bulk of which lives in the rural areas, is reported to be growing at a rate of between 3.5% - 4% per annum. Based on this percentage growth, it would appear that the country's present population is around 17 million.

The country achieved independence from the United Kingdom in December, 1963. The mainstay of its economy is agriculture. The political stability which has existed since independence has enabled it to develop at a steady pace with the bulk of its foreign exchange earnings coming from coffee, tea and tourism. (1)

Nairobi, the capital city with a population approaching one million, is also the manufacturing and industrial centre of the country, and most industries, including publishing and printing - the subject of the present study - are to be found there.

The Book in Kenya

The book has a fairly short history in Kenya. It was introduced at the turn of the century by missionaries and the first Kenya book was probably published by the Church Missionary Society which, in 1894, installed a small printing press near Mombasa and started to produce inexpensive religious material mainly in Swahili and other national languages for distribution to their new converts.

Religious publishers dominated the scene until after the second world war when commercial publishers began to appear. Indeed, it was the Church Missionary Society that helped in the establishment of the first local commercial publisher, Ndia Kuu Press, in the early 1940's. This organisation, whose imprint was 'The Highway Press' was to become the East African Literature Bureau at the inception of the East African High Commission in 1948. Further details of the Bureau are given later, but it is enough to note here that it had the characteristics of both a commercial and a state publisher.

Longman and Oxford opened branch offices in the early 1950s, and after independence in 1964 many more publishers, both local and foreign, started business or were locally incorporated. In this survey, we shall take a broad look at the present situation covering such vital areas as authorship, publishing, printing, bookselling and reading, and discuss factors which contribute, either positively or negatively, to the status of the book in Kenya today.

(1) At the time of writing this monograph, US$ 1.00 equalled KShs 10

I. AUTHORSHIP

In theory, Kenyans can write in English, Swahili or in any of the other 40 languages spoken in the country. However, some of the national languages are not spoken widely enough to make commercial publishing viable. Others, though widely spoken, consist of distinct dialects spoken by small groups of people but with a high degree of mutual comprehensibility. The Luhya and Miji-Kenda dialects fall into this category and help to complicate an already difficult language situation.

In a survey published in the Daily Nation of 18 November, 1981, it was reported that 10 million Kenyans (65%) can use Swahili in their day-to-day activities, and 2.7 million (18%) can use English. The other major national languages, namely Gikuyu, Dholuo, Luhya, Kamba, Kelenjin, Meru, Kisii, Miji-Kenda, are used mainly by Kenyans for whom they are first languages and in each case the number of users does not exceed 20% of the total population.

Prior to independence English was the national language. It was the official medium of instruction in schools, and was the language in which the government conducted its affairs. But since it was not possible to man all cadres of education and government with people who could understand English, Swahili and the other national languages were tolerated. In the rural schools, particularly, it was possible to teach in the Mother tongue for the first three or four years of primary education.

Language Policy

The Ominde Education Commission appointed by the newly-independent government of Kenya was required to recommend, among other things, which language should be adopted as the medium of instruction in schools. After inviting a cross-section of the public to give their views, the commission recommended in its report that "the majority ... wished to see the universal use of English language as the medium of instruction from Primary 1"; and proceeded to give the following reasons:

> "First, the English medium makes possible a systematic development of language study and literacy which would be very difficult to achieve in the vernaculars. Secondly, as a result of the systematic development possible in the English medium, quicker progress is possible in all subjects. Thirdly, the foundation laid in the first three years is more scientifically conceived, and therefore provides a more solid basis for all subsequent studies, than was ever possible in the old vernacular teaching. Fourthly, the difficult transition from a vernacular to an English medium, which can take up much time in Primary V is avoided. Fifthly, the resulting linguistic equipment is expected to be much more satisfactory, an advantage that cannot fail to expedite and improve the quality of post-primary education of all kinds. Lastly, advantage has been taken of the new medium to introduce modern infant techniques into the first three years, including activity and group work and a balanced development of muscular co-ordination. In short (the report concluded), we have no doubt about the advantages of English medium to the whole educational process."

About Kiswahili, the Commission reported that "those giving evidence were virtually unanimous in recommending a general spread of this language, not only to provide an additional, and specifically African, vehicle for national co-ordination and unification, but also to encourage communication on an international basis, not only within East Africa, but also with the eastern parts of the Congo and parts of Central Africa. Kiswahili is, therefore, recognised both as a unifying national influence, and as a means of pan-African communication over a considerable part of the continent. In view of these important functions, we believe that Kiswahili should be a compulsory subject in the primary schools".

As far as 'vernacular' languages were concerned, the Commission's views were mixed although there was the general feeling that one or two subjects per day must be devoted to 'vernacular' languages in all primary schools. This was followed up by a circular from the Chief Inspector of Schools in June 1965 which reminded all schools of the importance of teaching African languages as a subject.

The report, in effect tried to accommodate the three categories at once, but at varying degrees of acceptability. English was to be the medium of instruction, and Swahili and 'vernacular' languages were to be compulsory teaching subjects in the Kenyan school system.

The adoption of the report led to the New Primary Approach (NPA) which stipulated that pupils were to be introduced to English from the very first day they entered school. The New Peak English Course, discussed elsewhere in this study, was supposed to bring about this change-over to English. However, by 1967, it was found that schools, especially in the rural areas, were experiencing difficulty with NPA, and most of them had in fact resorted to teaching in their own mother tongues. The government was compelled to withdraw NPA and allow the use of the mother tongue during the first 2 or 3 years of primary education.

From the foregoing, it would appear that the Kenya Government's policy is to encourage the use of English and Swahili at the national level and the indigenous languages at grass-roots level. Kiswahili is referred to as the 'national' language and can be used almost anywhere - in public rallies, parliament, government offices, courts, etc. English, referred to as the 'official' language, can be used wherever Swahili is used, but additionally, it is the language in which the Government corresponds and keeps its records. The teaching of the other national languages is provided for in the primary school curriculum, and these languages form the medium of communication in the rural areas, and in almost all Kenyan households.

Kenyan authors and publishers are therefore having to write and publish in the three main language categories described above, a process which is expensive and puts additional stress on an already small market.

At this point it might be useful to look at the factors that influence the Kenyan author's choice of his language of expression. As can be seen from Table 5, most books are written in English. The reason for this is that the present arrangement favours English. It remains the official language of instruction in schools, is widely used in government and carries a certain amount of prestige in public life. It has a long written tradition and those who choose to write in it are able to communicate freely and readily, not only with a cross-section of the Kenyan population, but also with the wider international community. It is the most popular choice

because books written in English are able to appeal to the educated people and as a result sell in larger quantities than those written in any of the other languages in use. However, there is a reluctance to give it unqualified approval because it is the language of the former colonisers.

Swahili offers challenging opportunities to those who choose to write in it. It is a fast-growing language, displays characteristics of flexibility and adaptation, and easily borrows from and lends to English and the other national languages. It has developed, and is still developing a capacity for use in technical and scientific matters, and is supported by a number of reference works, the latest being a comprehensive Swahili dictionary compiled at the Institute of Swahili Research in Dar es Salaam and published in 1981. This new dictionary is a milestone in the development of Swahili because it has made it possible to unify and standardise the terminology, orthography and syntax of the language and increased its capacity for use in the modern era of science and technology. It is hoped that the language will attract more writers.

Only a few authors write in the other national languages, partly because most of the people using them are illiterate. Literate people, if given a choice, prefer to read in English or Kiswahili. But more importantly, most of the languages do not yet have a standard orthography. Consequently, the would-be writer finds it difficult to accommodate certain sounds within the existing alphabets with the result that reading becomes a slow tedious process. In the few cases where orthographies exist, it has not been possible until recently to convince local printers to design or order new matrices for the new characters, because they have argued that the volume of work would not be large enough to make their investment economic. However, with the recent introduction of oral literature in schools and with the current emphasis on adult literacy programmes, there has been an upsurge in the output of new books in national languages over the last year and it is hoped that this trend will continue.

Authors

Table 19 shows that Kenya's authors, all part-time writers, average 100 a year. We shall take a close look at each author category, examine the problems experienced, and comment broadly on the quality of the works produced.

a) Textbook Writers

These are the most important writers in any country. Table 3 shows that they average only about 30 books a year. More than 1/3 of these textbook writers are in fact not Kenya nationals.

Kenya does not yet have a corpus of self-motivated textbook writers. Most of the major courses in use, especially at primary school level, have been written by panels of writers appointed and guided by the Kenya Institute of Education, the Curriculum and Research Development wing of the two Ministries of Education. The other successful major courses have been written by foreigners, some of whom are employed in Kenya as expatriates.

There is a need to encourage and give incentives to intending local textbook writers, for instance, the Ministry of Education might keep school teachers regularly informed about gaps in textbook requirements and provide guidelines on writing books that would be acceptable. For their part, publishers might follow up such action and prepare guidelines on the lay-out of books, the author's responsibilities, and the role of the publisher. Seminars might be organised throughout the country by the government, or perhaps jointly with publishers, to dispel any fears and prejudices authors might have towards publishing, and generally to inform them about the rights of authors, and the benefits and functions of publishing. Many Kenyan authors seem to believe that one must pay a publisher to publish one's book. They do not all know how to obtain illustrations, maps and diagrams for the books they intend to write. Some are put off by lack of typing facilities. These and other problems might be discussed at such seminars.

Many would-be textbook writers are not familiar with publishing practices. They prepare their manuscripts in isolation and bring the finished product to a publisher. Such authors should be advised to visit publishers and discuss their plans fully before they start writing to avoid wasting both the author's and publisher's time, and to ensure that fruitful and publishable manuscripts are produced.

As mentioned earlier, some of Kenya's textbook writers are commissioned to write courses by the Ministry of Education through the Kenya Institute of Education. As these courses are normally written in government time, the Ministry does not usually feel obliged to pay authors a royalty. It would give local textbook writers added incentive if they were rewarded, either through some form of royalty or a cash bonus for this work which, in effect, represents their intellectual property. This gesture would encourage writers to write more books not only for government but also in their own time. (1)

Proven textbook writers should be acknowledged and given a position of honour in society. If they are teachers, their teaching load should be reduced so as to enable them to give more time to writing. The practice of rewarding good textbook writers by promoting them to administrative positions such as Headmaster, Inspector, Education Officer, etc. should be avoided. Instead they should be allowed to maintain contact with the classroom so as to remain in touch with the pupils for whom they are writing the books. But their terms of service should continue to be revised in accordance with their seniority and they might receive additional incentives such as fully paid-up lecture tours, fellowships, longer leave, research funds, which would enable them to produce more books. Further incentives such as income tax relief on royalty earnings, etc., might also be considered.

b) Fiction Writers

Judging by the number of unsolicited manuscripts that daily flow into local publishing houses, Kenya has no shortage of creative writers. What it lacks is the capacity and the funds to contain all of them. Admittedly, the quality of their writing is not always outstanding, but it is frustrating to have one's manuscript kept by a publisher for a long

(1) Unesco has been informed that the Kenyan Government is considering offering a financial bonus to Kenya Institute of Education staff who write books to be published by the Jomo Kenyatta Foundation.

time, only to be returned without comment. Local publishers put more emphasis on textbooks because that is where the market is. One publisher frankly printed the following notice in his catalogue : "African publishers have to pay particular attention to the school market, and where choice is between a potential successful school book and literary masterpiece (although these can be one and the same thing) economic forces push the publisher to give priority to the former. The importance of this can be best seen when it is realised that EAPH can only publish 80 of the more than 1,000 manuscripts we receive every year." EAPH is one of several Kenyan publishers in this situation, and the number of new books published in Kenya has dropped drastically since this notice appeared and yet, it can be assumed, Kenyan creative writers have continued writing with the same fervour.

c) Translators

Kenya does not have a body of translators. In the four years under study, only four translators were active. And yet, as we shall see later, many translations exist, most of which were undertaken by the early missionaries and their African followers. Opportunities exist for translations from English to Swahili and vice-versa; English to national languages and vice-versa. These opportunities are not fully exploited partly because there is a lack of trained translators, but mainly because translations, whenever they have been published, have been commercially unviable.

Most of the translated works available are of a religious nature, mainly small pamphlets produced and sold at subsidized prices or given away free. It can be assumed, therefore, that a readership exists but it cannot afford works of fiction and translations at commercial prices.

One way of encouraging creative writers and translators is for the government to guarantee the purchase of a minimum quantity of all works of fiction published, including children's books and translations, and to supply them to schools and public libraries as it does with school textbooks. This would give local publishers a firmer financial base, and enable them to accept more works of fiction for publication. This would help stem the frustrations of the Kenyan fiction writer, and open up new opportunities for the translator.

d) Literary Critics

Kenya's literary critics are to be found in university departments at Nairobi and Kenyatta, at the Voice of Kenya, and at leading newspaper and magazine offices. Their critiques are frequently published in the daily newspapers, and in journals and magazines. In the present writer's opinion reviews tend to be elitist, almost academic, and do not describe in simple terms the merits of the book in question nor say whether it is worth buying. Because of this, Kenyan critics have little influence on the reading public. Booksellers spoken to reported that a review, whether good or bad, had no significant impact on their sales.

e) Academic and Research Authors

Quite a few such authors exist, particularly at the two university campuses and in a number of research institutions in the country. Although quite a few monographs have been written, no publisher has come forward. The University of Nairobi might establish a University Press to handle such manuscripts, and encourage more writers in these vital areas of research.

Encouragements to Authors

The Jomo Kenyatta Prize for Literature, inaugurated in 1972 by the Kenya Publishers Association, has helped to encourage authorship and may have contributed towards the burst of creativity in Kenya during 1975-76. However, because of shortage of funds, this prize has not been awarded since 1978. Consideration should be given to reviewing this most important Prize, and to ways of raising funds to administer it.

A National Book Award Scheme is also in preparation. Its aim is to organise competitions in which authors will be encouraged to submit manuscripts in a specified subject and for a specified readership. The winners will receive cash awards and their manuscripts will be offered to local publishers through a tender arrangement. The Ministry of Education will be requested to purchase an agreed minimum quantity for supply to schools through its Kenya School Equipment Scheme. The International Reading Association has donated $10,000 towards the scheme, a survey has already been conducted to ascertain the reading interests of potential readers, and an attempt is now being made to solicit additional funds from local sources before the scheme is launched.

The Noma Award for Publishing in Africa has been widely publicized in the country and has encouraged writing in indigenous languages, particularly after Ngugi wa Thiong'o, Kenya's best known novelist, received special commendation in 1981 for his novel Caitaani Mutharaba-ini, written in Gikuyu.

More such awards are needed. Leading companies and prominent Kenyan personalities might sponsor prizes in a wide range of subjects and at all levels so as to stimulate greater writing activity and reward authors with talent.

The Kenya Writers Association

The first Kenya Writers Association was set up in the late 1960s but it did not last more than 3 years. In 1975, the present Kenya Writers Association was formed, but seems to have been rather dormant during the first three years. Now it is fairly active and has more than 70 members.

The association's aims include the promotion of good writing and the creation and development of public awareness of books. To this end, it held a seminar on the Role of the Artist in March 1980.

The association also aims to encourage its members to diversify their writing interests so as to include areas often neglected. This point was demonstrated in 1981 when the association held a lively and well attended seminar on Writing for Children.

A monthly newsletter was recently launched to publicize the association's activities and maintain contact with members scattered all over the republic. A monthly club meeting was also started at which members, young and old, published and unpublished, meet together and read their poems, exchange their works, criticize one another, and altogether derive inspiration from each other. Traditional music, dancing and story-telling, guitars and drums are not uncommon at such gatherings.

Ngugi wa Thiong'o, a key member of the association, told the present writer that the association's major handicap is finance. Some members, including Ngugi himself, have pledged 5% of their royalties to the association as a source of additional funds to membership fees and annual subscriptions. But, even with such gestures, the Association is barely able to pay its day-to-day operational expenses. If financial assistance from government, local or international donors was available, the association would engage a full-time administrator and rent an office and Hall where Kenyan writers could meet and entertain visiting fellow writers.

II. PUBLISHING

Kenya has one of the most developed publishing industries in East and Central Africa. The industry reached its peak in 1976 with a high output of new titles, and an export turnover almost equivalent to that of imported raw materials (Table 9). The growth in its exports was, however, halted in 1977 when Tanzania closed its common border with Kenya, making it impossible for the latter to export, not only to Tanzania itself, but more damagingly to the regular markets to the south, especially Zambia and Malawi. In 1978, export sales registered an all-time low figure of $ 0.78m. But the industry has steadily recovered since, not only through growth of the local market, but also through substitute and new-found markets in Uganda, Nigeria and Southern Sudan.

Major Publishers

There are nine major publishers operating in Kenya today, namely Longman (K) Ltd, Jomo Kenyatta Foundation, Oxford University Press, East African Publishing House, Heinemann Educational Books (EA) Ltd, Kenya Literature Bureau, Evangel Publishing House, Uzima Press and Baptist Publishing House.

Longman, one of the earliest commercial publishers on the scene, is the largest, and employs well over 50 people. It was set up in the late 1940s when a sales liaison office was opened. In 1950, a resident representative was appointed, and the following year the firm was incorporated as a branch of Longman International. Between 1951 and 1963, the duty of the resident representative was to promote existing Longman books and procure manuscripts and forward them to London for publication. It was during these early times that such major and profitable courses as Highway Arithmetic and Pivot English Course were contracted as will be explained further when we look at the earlier activities of the East African Literature Bureau. The collaboration between Longman and the Kenya Government was further strengthened in

1968 when Longman was chosen to produce the Tujifunze Kusoma Kikwetu (TKK) course, an ambitious language and reading scheme published simultaneously in 15 national languages.

Today, the company publishes at all levels - primary, secondary, high school and university - both in Nairobi and London. It distributes its own books, as well as those of other UK companies it represents, including Penguin, Churchill-Livingstone, Oliver and Boyd, Ladybird. In 1978, the company offered 40% of its equity to Kenyans.

The Jomo Kenyatta Foundation was established in 1965 to publish especially primary and later, it was hoped, secondary textbooks written at the Kenya Institute of Education, the Curriculum Development wing of the Ministries of Basic and Higher Education. The aim was to minimize the government's reliance on foreign commercial publishers who had previously performed this function. The profits generated by the Foundation were to be spent on scholarships to needy students throughout the republic.

Today, with a turnover of over $ 3m, the Foundation is the second largest publisher in Kenya, and enjoys a fair monopoly at primary school level, with government-designed courses in mathematics, English, Kiswahili and science. The Foundation has not, however, lived up to expectations that it would facilitate speedy production of books of reasonable quality at a price more competitive than that of commercial houses. In spite of the fact that the Foundation does not pay royalties, and only offers a trade discount of 15% (compared with the average of 25% on textbooks), its prices compare unfavourably with those of commercial publishers. It has not always adhered to production schedules, and texts passed for publication have taken an unnecessarily long time to appear, if they appear at all.

The Oxford University Press, one of the big three, first opened a branch office in Kenya in 1954. This office, like its counterpart at Longman, concerned itself mainly with sales matters and the procurement of profitable manuscripts for publication in London. Two major courses which it was able to contract from government during the early days were A New (Oxford) English Course for Schools, later supplanted by the New Peak English Course and the Progressive Peak English Course, published in the mid 1960s.

The company enjoys a sizeable monopoly of the dictionary market, both English and Swahili and in addition to the Peak courses publishes religious textbooks and readers at primary and secondary level, and a number of course books. It has a staff of just over 30 and distributes its own books as well as those of some UK publishers whom it represents, including Cape, Faber & Faber, Routledge & Kegan Paul, Bodley Head, Chatto & Windus, and a number of university presses in the United Kingdom and the United States of America.

The East African Publishing House is the largest local commercial publisher. It was started by the East African Institute of Social and Cultural Affairs in 1965 in association with the British publisher Andre Deutsch. The following year, Andre Deutsch was bought out and a trust, namely the East African Cultural Trust, consisting of trustees

from the three East African partner states of Kenya, Uganda and Tanzania, was formed to administer the publishing house and subsequently Afropress, a sister printing works established later. This new publishing concern was expected to cater more satisfactorily for the academic and general interests of the peoples of the partner states, and to reflect the African heritage more authentically. Progress was fast and within a short time the firm had produced a range of academic and general titles, as well as works of fiction and children's readers.

At present E.A.P.H. is not as active as it was during the 1960s and early 1970s, although it continues to pursue its earlier policies of developing readers in English, Swahili and other national languages. It obtains handy printing facilities from Afropress, whose services are not restricted to EAPH alone.

EAPH has received occasional subventions from the Government of Kenya in order to encourage local writing and publishing.

Heinemann Educational Books (EA) Ltd, a subsidiary of the Heinemann Group of Publishers, is one of the most active publishers on the scene today. It was established in 1968, and specializes mainly in textbooks at secondary, high school and first-year university levels. It has a strong local fiction list in English, Swahili and other national languages. It employs 25 people and distributes its books through a subsidiary company which also stocks for a number of UK companies, namely Collins Educational, Bell & Hyman, Blackie and Chambers.

The Kenya Literature Bureau (KLB) acquired its new name in 1979, replacing the East African Literature Bureau (EALB) of the defunct Community. It may be useful to dwell briefly on the history of EALB because of the role it played in the development of commercial publishing in Kenya, and also because most of the titles at present carrying the KLB imprint were in fact published by the East African Literature Bureau.

The EALB was established by the East African High Commission in 1948 with the aim of 'furthering African authorship, African culture and traditions through writing, and assisting in the campaign against illiteracy'. Its other aim was to develop and publish works which commercial publishers would have considered unviable and later hand them over to them when they became 'safe'. In this way, presumably, more commercial publishers might be attracted, leaving the Bureau free to continue with the challenging task of finding and developing new materials.

It seems to have achieved both aims. By 1952 it had already published 281 titles in 16 languages. It had also assisted commercial publishers in the production of 127 titles. By 1956, the Bureau had increased its list to 350 titles, a fair number of which had been wholly or partly written or translated by Africans. Most of these titles, written in English, Swahili and other languages, were in the areas of functional literacy, folklore and health education.

With the appearance of more commercial publishers on the Kenya publishing scene, the Bureau decided in 1963 to concentrate on adult literacy primers, basic readers and other materials for new literates work which it successfully carried out until the dissolution of the East African Community.

J.W. Chege in his book Copyright Law and Publishing in Kenya has challenged the reasoning behind the Bureau's policy of developing works and then handing them over to commercial publishers. He argues that, by doing this, the Bureau was preparing the ground for foreign monopoly firms such as Longman, Oxford University Press, Macmillan and Nelson. 'This meant that the Bureau bore all the publishing risks for those commercial publishers ..... They did not have to spend their money on market research, or sales promotion ... The risks were borne by the Bureau which could only afford to do this at the expense of the East African taxpayer.' (p. 130-131) Indeed, some of the most profitable courses undertaken by Longman and Oxford, and mentioned elsewhere in this study, were developed by the Bureau. Chege's argument becomes more convincing when one realises that EALB diverted its publishing policy away from textbook publishing in 1963, the same year that Longman and OUP started publishing locally.

Following the collapse of the East African Community the Bureau was dissolved in 1977. The Kenyan branch was later absorbed into the Ministry of Higher Education and continued to publish, albeit on a small scale, as a government department. As pointed out elsewhere in this work, the Bureau, as a government department was not obliged to register its publications with the Department of the Registrar-General, hence the absence of statistical information about its activities until 1980 when it was incorporated through an Act of Parliament as a public corporation with its own Chairman and Board of Directors. Although it is at present receiving a government subvention, the Bureau aims ultimately to generate its own capital and be self-financing. It appears as if, like its predecessor, it will specialise in publishing in the neglected but vital areas that do not normally appeal to commercial publishers.

Evangel Publishing House, Uzima Press and Baptist Publishing House publish religious materials and deserve a mention because they have issued more titles per year than all other Kenya publishers put together. Admittedly, a fair proportion of them have been pamphlets, and have not been marketed through the normal trade channels. But these publishers do have their own infrastructure for getting books deep into the rural areas, and they supplement their chain of bookshops with visits by their staff and agents. A common feature of these religious houses is that they print, publish and distribute their own books. Commercial publishers might have something to learn from their mass distribution strategies.

The other publishers operating in Kenya are Evans Brothers (K) Ltd, MacMillan (K) Ltd, Nelsons, Mowa, Transafrica Book Distributors, Shungwaya, Foundation Books and Bookwise. The first three are branches of international publishers with some quite popular courses at primary and secondary school level. Mowa is a new indigenous firm whose enterprising publishing, particularly in the national languages, seems to have attracted sizeable orders from the Kenya School Equipment Scheme in the last year or so. The other firms are fairly small and some publish only seasonally.

The Publishing Situation

Textbooks : Textbooks are of course the bread and butter of Kenyan publishing. It is here that one finds a large and ready market. In primary schools where the enrolment is in excess of 3.5 million, publishers can expect and do sometimes get orders of well over 200,000 copies per year. In secondary schools, a good and popular textbook can attract a potential sale of around 20,000 copies per year.

As might be expected, there is heavy competition here. In the four years under scrutiny, textbooks constituted the largest category and averaged 1/3 of the total number of titles published in any one year (Table 3). However, some of the titles classified as textbooks include revisions and other supplementary school books.

It is easy to identify the textbooks used at primary school level because these appear on the KSES annual tender list. In English, the main courses are the Safari Course (JKF), the New Peak English Course and the Progressive Peak English Course (OUP). In Swahili, three main courses are currently in use, namely Masomo ya Msingi (Heinemann), Misingi ya Kiswahili (Longman) and the much older Masomo ya Kiswahili (JKF). The TKK language and reading course already referred to has been widely used in the teaching of the Mother tongue and Swahili since publication in 1968, although it has not featured prominently on recent KSES tenders, giving rise to speculation that it might eventually be withdrawn. In mathematics Kenya Primary Mathematics (JKF) has been quickly revised to Primary Mathematics in line with the return of traditional mathematics. In history, Kenya Peoples in the Past (Longman) is widely used. Longman's science course Start Finding Out has been a popular choice, but it appears as if it is now being replaced with MacMillan's Beginning Science, judging by KSES's recent ordering pattern. In geography, Kenya Primary Geography (Evans) is used alongside Longman's Primary Geography, and for the newly introduced agriculture syllabus, MacMillan's Beginning Agriculture has been preferred to a Longman course. These basic textbooks are supported by a range of supplementary books too numerous to list here.

The situation at secondary school level is slightly more complex and varies with each subject. For science textbooks in such subjects as physics, chemistry and biology, the country relies almost entirely on established textbooks imported from the United Kingdom. In the arts subjects such as geography, history and religion, the branches of multi-national publishers operating in Kenya have collaborated with their parent companies and developed specific courses which meet the requirements of Kenyan syllabuses. These are either printed abroad and imported into the country or quite often nowadays developed abroad and printed in Kenya. In mathematics, School Mathematics of East Africa, until recently the most popular textbook for the subject, was developed jointly by the East African Publishing House and Cambridge University Press and published in Kenya. This course was abandoned last year, following President Moi's announcement that the country would discontinue new mathematics and return to traditional mathematics. A new course is reportedly being developed at the Kenya Institute of Education. In the meantime the country is having to rely on established courses imported from the United Kingdom, mainly Durrell's Certificate Mathematics, (Bell & Hyman).

In the case of language, literature and Swahili, Kenyan publishers have made available suitable courses. In English language locally published courses such as Practical English (Longman), Practical English (Heinemann), Modern Method English (Nelson), Goal: English Course for Kenyan Secondary Schools (OUP) are widely used. In literature, most of the texts prescribed are available locally from Heinemann's African Writers Series, EAPH's Modern African Library and OUP's New Drama from Africa Series. In Kiswahili, two locally published courses Kiswahili kwa Shule za Sekondari (Heinemann) and Mafunzo ya Kiswahili (Longman) are used.

At higher school certificate and university level, most of the textbooks used are imported from the United Kingdom with a limited number from the United States and India.

Books for General Reading : The mid 1970s, which were the boom years of Kenyan publishing, saw much activity in the production of books for general reading. David Maillu, under the Comb Books imprint, published a series of popular paperbacks with such titles as After 4.30, My Dear Bottle, Unfit for Human Consumption, Diary of a Prostitute, which sold in their thousands. Heinemann launched Spear Books, Longman started the Longman Crime Series, and Transafrica Afromances. These books dealt with such popular topics as romance, crime, espionage, adventure, etc. and were aimed at the increasing number of mostly urban readers presumed to be seeking alternative forms of entertainment to bars, nightclubs and cinemas.

At the more serious level, Longman issued new titles in their Drumbeat Series, EAPH in their Modern Africa-Library and Poets of Africa Series, and OUP in their New Fiction from Africa and New Drama from Africa series.

The activity of the mid-seventies has abated, although fiction still ranks second after religion in the number of new books published during the four years under study (Table 7).

Children's Books : The area of children's books is a largely neglected one. Most of the books in use are imported. Attempts by Kenya publishers, namely the East African Publishing House and East African Literature Bureau, to publish for this level have not met with much success. There are several reasons for this. Children's books are difficult and expensive to produce. They require good illustrations, full colour printing and tough binding. Kenya publishers can afford neither the investment nor the risk of publishing for this area. The market, though potentially large, is not secure. The buying of children's books is entirely the responsibility of parents. Nursery and pre-primary schools are neither government-owned nor government-controlled and they do not follow any published or official syllabuses.(1)It is not possible therefore, for the publisher to know what kind of books would be preferred. Moreover, since the country's language policy seems to be to encourage the use of English, Swahili and the mother tongue at this level, authors and publishers attempt to publish in all three language categories which puts more pressure on the already uncertain market.

(1) Unesco has been informed that a Ministry of Basic Education was established in 1980 with responsibilities that include pre-primary and nursery education.

The number of children's books being published is very small indeed. In fact, although the numbers of titles and copies appearing in Table 4 look somewhat attractive, they represent almost entirely books of a religious nature.

This situation needs serious attention. Measures to improve it might include government subsidies to publishers to develop children's books and government guarantees to purchase minimum quantities which would then be supplied to schools through KSES along with the textbooks. It must be realised that if we want to build a sound reading public, and inculcate proper reading habits, we must start at the level of children's books.

Scientific and Technical Books : This is another neglected area since the market available for such books makes them unappealing to commercial publishers. There are many useful research monographs in university departments at Nairobi and Kenyatta which deserve to be published. The University of Nairobi might consider the need for establishing a University Press, and the Kenya Literature Bureau should receive more funds to enable it to publish such valuable books. There are hardly any locally produced technical books adapted to the technology which Kenya is developing or wishes to develop.

Translations : Judging from Table 8, one may conclude that there is not much translation activity going on. However, in Kenya, the practice of translation is almost as old as publishing itself. Religious publishers have done more in this area than any other. Translations of the Bible and hymnbook exist in Kiswahili and most national languages. The same is true of other biblical texts such as Bunyan's Pilgrim's Progress, the translated version of which was published more than 30 years ago.

Swahili has benefited more than any other language in this translation exercise. Established texts such as Aesop's Fables, The Arabian Nights, Rider Haggard's King Solomon's Mines and Alan Quartermain, Shakespeare's Julius Caesar and Merchant of Venice, Gogol's The Government Inspector, Brecht's Good Woman of Setzuan, all exist in Swahili translation. Best-selling modern African writers such as Achebe, Ngugi, Ekwensi, Soyinka, Abrahams, Okot p'Bitek, Kwei Armah, have been translated and published mostly in Heinemann's Waandishi wa Kiafrika Series. Achebe's Things Fall Apart has even been translated into Luganda!

Key books such as Nyerere's Socialism, Kenyatta's Facing Mount Kenya, Tom Mboya's Freedom and After and J.M. Kariuki's Mau Mau Detainee as well as classics on Africa such as False Start in Africa and The Wretched of the Earth exist in Swahili translation.

There has not been much translation from Kiswahili or the other national languages into English. However, folktales, fables and proverbs which existed in oral form have been translated and published in English, for example, Popular Cultures of East Africa, Keep My Word, Kikuyu Folktales, Akamba Folktales, Swahili Sayings, etc. In some publications such as Choice of Flowers (Chaguo la Maua) or Anthology of Swahili Poetry (Kusanyiko la Mashairi), the editors have given translations on the same page alongside the original.

But the situation is changing and very soon there will be translations of existing works from mother tongues into Swahili, English and other widely spoken languages. Kenya's foremost writer, Ngugi wa Thiong'o, has written a play (in association with Ngugi wa Mirii), entitled Ngaahika Ndeenda (I will Marry When I Want), and a full-length novel Caitaani Mutharaba-ini (Devil on the Cross) in his mother tongue Gikuyu. These two already very successful books will be issued this year in Kiswahili and English translations. Rights for translation into some European languages have already been sold and others are being negotiated. Ngugi is working on children's books in Gikuyu which, when published, Heinemann intend to issue in Swahili and English translations and to offer translation rights to publishers wishing to issue them in other languages of the world. If this pattern started by Ngugi continues, it will reverse the present trend and make translations a more meaningful and mutually enriching exercise for the languages involved.

Co-publications and Regional Co-operation : The newly published Swahili Dictionary is an example of co-publication and regional co-operation. The dictionary was prepared at the Institute of Swahili Research at the University of Dar es Salaam and published jointly by Tanzania Publishing House and Oxford University Press, Nairobi. This arrangement enabled both publishers to share their technical expertise and open up new markets. Another example was the School Mathematics of East Africa Course referred to earlier which was prepared and published jointly by Cambridge University Press and the East African Publishing House. Another unique and cost-saving publishing arrangement related to the TKK language and reading course referred to elsewhere in this study. Artwork of a reasonably high standard was developed, and the language and reading materials prepared in one 'master' language. The materials were then translated into fifteen national languages, the same artwork being used throughout. In this way, the cost of originating the artwork was spread across the fifteen editions. There is benefit to be derived from such arrangements as long as goodwill and fair-dealing exist on all sides. Some branches of multi-national publishers, notably Heinemann, are co-publishing with their parent companies. They produce books together and share the cost in proportion to print - quantities, and agree on what market should be served by which publisher. This is an arrangement which local publishers can take advantage of as it will enable them to maintain a firm grip on their own markets, share production costs, acquire more technical skills and use the multi-national publishers' established distribution network to reach markets which they would not otherwise have reached.

Books Published : Kenya produces an average of 150 new titles per year (Table 1), or 10 new titles per million inhabitants. The average number of copies of new titles produced per year is just under 1 million, allowing each inhabitant an average of just over 8 pages of print per year. It is estimated that the total number of copies produced, including reprints, is 3 million, giving each inhabitant an average of 25 pages per year.

Religion, literature and general books are the most popular categories of works published. Although these figures are above the average recorded for Africa, they could be improved if certain chronic problems facing the Kenyan publisher were solved. These problems are discussed in a paper the writer presented to a Regional Meeting of Experts on National Book Strategies in Africa organised by Unesco at Dakar, Senegal, in February 1981

and to a Unesco Symposium on Publishing in a Multi-lingual Situation held at Alma-Atta, USSR, in August, 1976. It will suffice to mention here that under-capitalization, lack of a clearly spelt out language policy, lack of government assistance and incentives, an under-developed and un-motivated readership, shortage of trained manpower and an under-developed distribution infrastructure contribute towards the slow growth of Kenya publishing. The areas where the shortage is felt most include children's books, adult literacy materials and scientific and technical books. Further, in order to build up a strong and truly indigenous publishing industry, the problems facing local publishers need to be examined with a view to assisting them to compete more effectively with foreign publishers who at present dominate the Kenyan publishing scene. The fact that three promising local publishers, namely Equatorial, Comb Books and Transafrica, have gone bankrupt over the last ten years emphasizes the need for action to redress the situation.

The Kenya Publishers Association

One organisation that could help in presenting publishers' problems to government is the Kenya Publishers Association. Started in 1971, the association of which most publishers are members, has held consultative meetings with Ministry of Education officials whenever important issues touching on the welfare of publishing in Kenya have come to light. For example, one such meeting was held in 1977 at which the association pointed out certain irregularities and as a result government tenders for books were withdrawn. At the end of 1978, the association was able to persuade government to exempt books from a scheme which required importers to deposit money with the Central Bank before being granted an import licence. It has held meetings with the Bureau of Standards and agreed on a programme for the standardisation of book sizes; with Panafrican Paper Mills, Webuye, on the price of paper; and with booksellers on trade discounts. It has sponsored, and hopefully funds permitting, will continue to sponsor and administer the Jomo Kenyatta Prize for Literature (See p. 10).

There is much more the association could do by way of enlightening government, and keeping it constantly aware of the problems facing the industry, with a view to assisting in the formulation of a broad national publishing policy. For it to be able to participate actively in this exercise, the association needs to strengthen its leadership, and its financial position. At the moment its funds come from annual membership subscriptions, and although they are considered too high, especially by the small indigenous publishers, they do not bring in sufficient funds to finance the association's activities.

III. PHYSICAL PRODUCTION

Kenya's printing industry, which will soon be approaching its centenary year, is probably the best in Black Africa. From 1894 when the Church Missionary Society installed the first printing press in Freetown near Mombasa, expansion was rapid. The early printers concentrated mainly on newspapers and religious pamphlets. From about 1940, however, attention was gradually turned towards book printing on a commercial scale as the struggle for increased educational opportunities for the majority of Africans gained momentum. The 1950s and 1960s experienced enormous

expansion, and today Kenya has at least ten major printers and a host of smaller ones scattered all over the urban centres of the republic.

The total print market is estimated to be worth about $60m, derived mainly from packaging, commercial printing and stationery, the proportion for books being about $3m.

The major book printers are Kenya Litho, Printing and Packaging Corporation (Printpak), General Printers, Jomo Kenyatta Foundation, Prudential, Afro-press and Acme.

Kenya Litho has a capacity of 1.5 million units, and employs about 400 people. Printpak has an annual capacity of over 1 million units, even though, as the name indicates, it specialises mainly in packaging. It employs a staff of well over 700. General Printers, perhaps the fastest growing book printer in Kenya today, has a capacity of over 1 million and probably produces more books than any other printer, although it is a smaller firm with a staff approaching 300. Prudential, Afro-press and Acme between them have a capacity of just over 1.5 million units. Jomo Kenyatta Foundation's capacity of 2 million units, intended for the printing of primary school textbooks, is to date nowhere near functioning to the maximum.

The other major printer in Kenya, the Government Printer, does not engage in commercial printing. It produces government publications only, among them Law Reports, the Kenya Gazette, the Hansard and similar specialist government notices and is not therefore discussed in this study.

Other commercial book printers capable of reasonably good quality work, with square-backed binding facilities, include Colourprint, English Press, D.L. Patel Press, Regal, Majestic and Rodwell Press, all of which, with the exception of the last mentioned, are based in Nairobi. In addition, a good number of the jobbing printers in Nairobi and elsewhere are able to handle books, especially those requiring simple saddle-stitch binding.

Baptist, Evangel and A.I.C. Printing Presses handle most of the numerous religious publications issued in the country every year. Indeed, unlike commercial printers, they have installed some of their presses in the rural areas. Evangel operate presses in Nyang'ori, Koru and Homabay and A.I.C. have their's in Kijabe and Nyandarua.

One printer estimated that printing machinery worth $ 2.5m and $0.6m worth of binding machinery had been imported into the country between 1976 and 1981. He also estimated that just over 3 million books are printed in Kenya every year.

It is clear, therefore, that available capacity exceeds demand. Competition is stiff but this has not had the effect of reducing prices because of the excessively high cost of local printing paper, and the high duty on other imported printing inputs.

Kenya printers have for some time now been reaching out for export markets. Prior to the closure of the Kenya-Tanzania border, most of Tanzania's

printing, and a fair fraction of Zambia's, was done in Kenya. The same has always been true of Uganda except that since 1971 the market has been unpredictable and therefore unreliable. When Nigeria declared universal primary education in 1976 some of the publishers, notably Longman, turned to Kenyan printers for a while, but this soon proved unviable due to increasing local prices and the high cost of airfreight which was the fastest and only reliable method of sending books to Nigeria.

Aware of the excess capacity of Kenya's printers, the Kenya Export Trade Authority has undertaken the task of exploring export markets for them. And further, in an attempt to encourage them to be more aggressive, the Kenya government offers a rebate of 20% on export sales. The leading local paper manufacturers, the Panafrican Paper Mills at Webuye, also offer a rebate of 10% on paper used in the printing of books to be exported. This search for export markets, and the need to attract foreign exchange have now reached a point where they are harming the local consumer who is being made to subsidize cheap paper exports by paying a higher local price.

The government could, perhaps, obtain more foreign exchange by reducing the price of paper and lowering import duties on various book inputs. In this way Kenyan printers would be competitive on the export market, and books published in Kenya would be cheaper both within the country and outside, particularly in neighbouring states where there is a demand for them. At the moment there is an import duty of 30% on capital equipment, and 60% on other imported materials such as inks, films, cover boards, threads, glues, wire-stitches, and coated paper.

The processing of import licences for spare parts experiences bottlenecks from time to time. This could be speeded up to avert losses in machine time whenever breakdowns occur.

The Kenya Printers and Converters Association

The Kenya Printers and Converters Association was set up in 1979 and now has 20 fully paid-up members. In pursuance of its aims and objectives, the association has held numerous meetings with Panafrican Paper Mills with a view to getting them to reduce or at least maintain their prices. It has made representations to Treasury and to the Ministry of Industry, and prepared a paper for all concerned, urging the government to lift or reduce the 60% duty imposed on imported book materials. But, so far, no action has been taken.

The association, though one of the youngest, is very active and is well supported financially by its suppliers. In fact, its financial position is so healthy that it has recently reduced its entrance fee so as to encourage the smaller printers to join.

Printing Paper

Under this heading, we shall cover uncoated printing paper (machine-finished), coated printing paper and newsprint.

All the uncoated printing paper used in the country is locally manufactured at Webuye, Western Kenya, by Panafrican Paper Mills.

This plant is a good example of regional co-operation and international assistance. It was set up with technical assistance from the Orient Paper Mill of India which holds 29% of the shares, and the rest of the funds were provided by the International Finance Corporation, the East African Development Bank and the Government of Kenya. It started production in 1974. At present, it manufactures bleached uncoated printing paper and unbleached paper. The output has been increasing every year, and production now stands at 35,000 tons bleached paper and 28,000 tons unbleached paper per year, some of which is exported to some African and Asian countries. As Kenya is self-sufficient in this kind of paper, no licences are issued for its importation.

The most important thing about Webuye paper is that it is available and its quality is generally satisfactory. However, its price is a matter of concern for all those involved in the book industry. In 1979, for example, Webuye paper was costing $1,080 per ton, compared with the average price of $680 on the international market (Table 12). This year, 1982, the price is $1,400 per ton. Paper is the one item that has contributed most to the escalation of local book prices in Kenya in recent years.

It has been argued that by granting a monopoly to the Panafrican Paper Mills, the government has found itself in a weak position to control the mill's prices. The mill itself puts the blame on the imported inputs, including the heavy machinery and its maintenance. The writer is reliably informed that in response to public complaints over these prices, the mill is planning to start manufacturing mechanical offset printing paper from 1983, which will be 20% cheaper than the paper currently under production.

Coated printing paper and newsprint are still imported, mainly from Europe (Table 11). As can be seen in Table 12, its price is reasonable and compares rather favourably with that for locally manufactured uncoated paper.

However, the scarcity of foreign exchange for its importation has frequently led to shortages. It is with this knowledge that a new Indian firm, Naka, is planning to set up a plant that will buy uncoated paper from Webuye and upgrade it to coated paper. It is argued that this new development will put less pressure on the country's precious foreign exchange.

As can be seen in Table 11, the country's imports of newsprint doubled from 4,178 tons in 1976 to 8,409 tons in 1979. Plans are already in hand to manufacture newsprint locally, and reduce the country's reliance on imports. A Nairobi paper firm, Madhupaper, is reported to have started manufacturing newsprint. And in January 1982, Panafrican Paper Mills announced that they had already installed a mechanical pulp plant from Austria at a price of $ 27m, and to start producing newsprint from local wood in 1983. They hope to produce enough newsprint to satisfy the country's demand of just over 8,000 tons and have some surplus for export. The project is being financed by the International Finance Corporation, East African Development Bank, and a local bank. At its present rate of expansion, it appears as if Panafrican Paper Mills will in the not too

distant future be in a position to satisfy all the country's paper needs.

Recycling of Paper

Recycling of paper is an important and fast-growing activity. It is estimated that 16,000 tons of waste paper are collected every year by companies set up for this purpose. The paper is sold at a price of one dollar per kilo to Panafrican Paper Mills, Madhupaper and Thika Papermills for recycling purposes.

IV. DISTRIBUTION

In this section we shall look at ways and means in which books are publicised in Kenya, the main distribution outlets in the public and private sectors, and how books finally reach the 'Consumer'.

Publicity and Promotion

The Publisher undertakes the initial promotion and publicity work. Whenever new books are published, or imported into the country, the publisher prepares a leaflet which he mails to schools, libraries and any other relevant institutions. In the leaflet he offers to supply inspection copies to those who might wish to take a closer look at the new book, especially teachers.

The publisher also sends out review copies to people whom he feels are sufficiently well placed to influence its adoption, including subject inspectors in the Inspectorate of the Ministries of Basic and Higher Education, editors of leading newspapers, magazines, journals and producers of radio and television programmes at the Voice of Kenya. If he can afford it, he advertises his new publication in one of the local dailies, namely The Nation or The Standard, or in any of the various magazines and journals published in the country.

The larger publishers normally employ educational and sales representatives who visit schools and bookshops, to promote their books, mount displays at strategic points and collect orders. Those who can afford it (and the major publishers can) print Stock Lists and Catalogues and these are mailed out once a year to all educational and trade outlets.

At the broader level the National Bibliographic Centre, housed in the Kenya National Library Service, prepares an annual bibliography which is available to booksellers and all those who may wish to refer to it. Similarly, the Nairobi branch of the American Library of Congress keeps a quarterly Accession List of all new books and pamphlets published, and sends these free to any institution interested in them. At the end of the year, these are bound, to produce an annual bibliography.

Books are well covered in the press. The daily papers, notably The Nation and The Standard devote a page every week to books. Quite often they serialise new books in their columns though, sadly, these are almost always foreign. The weekly and monthly magazines and journals

carry regular book reviews, usually on the last page.

The Voice of Kenya has a weekly radio programme entitled 'Books and Bookmen' in which new books are discussed by individual critics or panels. Sometimes, the authors are invited to read their own works and share their experiences with the listening public. Occasionally, outstanding authors are invited to special programmes or even press conferences on radio or television.

One way of publicising and promoting books is through book fairs, and exhibitions. The Text Book Centre organised a very successful book fair in 1976, and followed it up the following year with others in Nairobi, Kisumu and Mombasa. They report that the fair, though costly, was successful in bringing books to the people, and they received many enquiries. Encouraged by this, they are hoping to have another book fair this year. The National Christian Council of Kenya is also reported to be planning one.

Book clubs have been tried out with specific titles at certain times in the past, but not with much success. For example, Heinemann established a Spear Books/Joe Magazine Book Club in 1976, but this did not arouse much interest. Nor did the Text Book Centre's club which offered mainly imported paperbacks.

However, it is the present writer's view that books receive adequate publicity and promotion in Kenya.

Main Distribution Outlets

The Kenya School Equipment Scheme

The Kenya School Equipment Scheme, a department of the Ministry of Basic Education, has the responsibility of buying and supplying equipment to Kenya's primary schools which number nearly 10,000 as at 1980. In 1977 the scheme spent US $5.5m on school equipment, of which approximately 60% was for the purchase of books. In 1978, this figure dropped to $ 5.0m.

The scheme receives guidance from the Inspectorate and Curriculum Development wings of the two Ministries of Education on what books may be required in schools. It then prints order books listing all the titles approved and sends these to primary school heads at the beginning of the year. They indicate their requirements, and return the books to the Scheme's central office in Nairobi. The orders are then trimmed in accordance with the cash available and tenders issued by about the middle of the year. The tenderers are normally the publishers themselves or their authorised agents as provided for in the regulations. The tenders are awarded about August and the suppliers required to deliver before the end of the year.

Before the present tender arrangement came into force, primary schools used to obtain their requirements from bookshops. It was hoped that the new arrangement would ensure that books reached the rural areas promptly and at a price the government could afford - the provision of free books is one of the policies of the Kenya Government. It was observed that bookshops did not exist in most of the rural areas, and those that existed sold books at unrealistically high prices.

The Scheme suffered several teething problems at its inception, but as it has been in operation for over ten years now, it is possible to rule out the temporary problems and discuss the chronic ones. Perhaps the most serious problems are those emanating from the Scheme's size. It has become a big industry, and like all industries, it is subject to a number of internal problems. It takes a very long time for new books to be added to the order book and for old books to be removed - due mainly to procedural delays and vested interests. Quite often, the schools' preferences are ignored and the number of titles cut down under the pretext of simplifying the ordering process, as a result of which some titles, either genuinely or through corrupt influence, suffer at the expense of others. Moreover, the supply of the same titles to all schools discourages variety and experimentation and ultimately kills freedom, creativity and innovation.

Moreover, the scheme may not be saving government as much money as it has been led to imagine. There are hidden costs such as staff salaries, storage and transport costs, not to mention the printing of order forms and the enormous paperwork involved in the assembling of orders.

The transport problem is the most difficult. The Scheme has had to buy lorries and heavy trucks to deliver books to distribution centres all over the republic. Obviously, being educationalists and not transporters, the KSES staff cannot be expected to cope with all the problems of the care and maintenance of motor vehicles. So, not surprisingly, a department whose first duty is books has had to set up a Transport and Maintenance Unit and to divert much of its time and energy to the administration of this unit. And this is not without its problems and challenges. How, for example, can they usefully employ the trucks that deliver books on their return journey? Should they, and do they, return to Nairobi empty?

The next major problem has nothing to do with the Scheme itself; rather it relates to the effect it has had on publishing, bookselling, reading and the industry in general. The Scheme has led to the demise of many small rural bookshops. A healthy and active book industry depends on bookshops as the key distribution and marketing outlets. Obviously, no bookshop, however small, can survive on general counter sales alone. It is therefore most important that government should consider directing their educational trade through bookshops so as to give them a strong trading base. With this encouragement, more entrepreneurs will open up bookshops in small towns, market centres and even villages. As the bookshops will stock not only educational books but other books as well, a wide range of books will be displayed and available in places where they can be seen by a cross-section of the reading public. Increased sales both of educational and general books might follow, and the publishers might, as a consequence, relax their concentration on publishing textbooks only. This might enliven the local publishing scene and in general help develop the much sought after reading habit in our people. The problem of over-pricing, which was the principle reason for the establishment of KSES, could be tackled through constant visits by price controllers who already perform this function in respect of other commodities sold on the Kenya market.

But the government has been sufficiently impressed with the performance of KSES to consider the feasibility of setting up another scheme, the Secondary School Equipment Scheme (SSES) to handle the purchase and distribution of all secondary school equipment. A pilot scheme was launched in Western Province in 1981 and apparently, it worked welll enough to encourage the government to consider extending it to the whole country. As pointed out earlier, the introduction of KSES led to the closure of many rural bookshops. SSES could kill most of the bookshops in the districts and provinces and could seriously harm the bigger bookshops in the larger urban centres such as Nairobi, Mombasa and Kisumu. It would be a sad day indeed if Kenya's bookshops, the shopwindows of the publishing industry, were forced to close down. Publishing would then become a closed operation in which the reading and would-be reading public would have nowhere to go for books.

Trade Outlets

The Text Book Centre is the largest single bookshop in the country. With an estimated turnover of $ 4m, it controls approximately 20% of the total book market, estimated by the present writer to be about $20m. It is based wholly in Nairobi and does not operate any branches, although it works closely with affiliated bookshops in major towns. Its owners have recently embarked on the construction of a large department store in Westlands, Nairobi, to be known as Sarit Centre. The Sarit Centre will have, on one of its floors, a complete bookshop complex featuring educational and trade books, stationery and facilities for book fairs and book-launching functions.

Mount Kenya Bookshop is the second largest commercial distribution network, with its headquarters in Nyeri. It operates branches in Nairobi, Nakuru, Meru and Kakamega. This bookshop chain has experienced severe management and cash-flow problems over the last three years, and this has resulted in a sharp drop in its volume of business.

Other major commercial bookshops include Prestige, Vipopremo, Wanyee, University of Nairobi bookshop, Africa Book Services, Booksales, S.J. Moore, E.S.A., Savanis in Nairobi; Bahari, School Book Centre, Husseini Stationery Mart and Somjee in Mombasa; Nyanza Bookshop, West Kenya Booksellers in Kisumu.

Other Outlets

There are also many church bookshops that distribute not only religious books and pamphlets but also school and general books. Indeed, in 1980, of the 163 selling points indicated in Table 13, no less than 24 were church bookshops, run mostly by Catholics.

As Table 13 shows, there were 42 other selling points, i.e. places where books could be found but which were not bona fide bookshops. This figure does not include the street pavement 'bookshops' which have become a feature of Nairobi streets, newspaper stands, the Nairobi and Mombasa airport bookshops and those in operation at some selected railway stations. Unconventional sales channels such as these should be encouraged and expanded to include all large shopping stores, grocery shops, chemist shops, bus stations, doctors' waiting rooms, etc., so that books are available in as many places as possible.

Imports and Exports

It is estimated that Kenya imports over 50% of its book requirements. From Table 9, it is clear that the value of these imports is increasing rapidly and nearly doubled during the four years under study, rising from $2.8m in 1976 to $4.6m in 1979.

Import procedures are long and somewhat cumbersome. Firstly, the importer must compile his order and send it to the overseas supplier. The overseas supplier prepares a pro-forma invoice and sends it to the local importer who then fills up an application for foreign exchange and submits it to the Central Bank of Kenya, via the Department of Trade and Supplies, Ministry of Commerce, attaching copies of the pro-forma invoice with a cheque for 1% of the F.O.B. value, to cover the cost of processing the application.

Books are not subjected to duty and are imported on Open General Licence which means that special meetings are not necessary before foreign exchange is allocated for their purchase. However, it takes up to 6 weeks before a licence is finally granted.

The importer when he receives the licence informs his overseas supplier who then raises a firm invoice. The Central Bank, on the other hand, conveys information to Swiss General Superintendence (SGS), an international watchdog that inspects and verifies all goods imported into Kenya. As soon as SGS has inspected the goods, these are packed and put on the next available vessel to Mombasa. Books from the United Kingdom take between 4 and 5 weeks to reach Mombasa after shipment, and up to two weeks to be cleared from the docks and transported by road to Nairobi warehouses. The whole process of importation takes between 6 to 9 months from the time of the order to when the books finally reach the importer. If all the documents are in order, payment is not normally a problem, although foreign exporters have expressed concern over the present regulation which provides for a minimum credit period of 180 days.

Aware of the delays such a system is likely to cause, the Central Bank, until recently, allowed importers to bring in goods of under $400 in value without an import licence and pre-shipment inspection. As a result of abuse by some unscrupulous importers, this facility was withdrawn in 1981.

Cost of Selling

Kenya Booksellers receive an average of 25% discount on educational books and 35% on general or trade books from local publishers. They get a discount of between 30% and 45% from United Kingdom suppliers. Freight is approximately 8% by sea, and 18% by air. Importation by air is no longer possible following the 1981 ban on small parcel imports.

As far as pricing is concerned, booksellers impose a standard mark-up of 15% on local books and a similar one on imported books, depending of course on the rate of exchange at the time of import. Large bookshops, such as the Text Book Centre, operate wholesale and retail departments, and tend to add mark-ups on the retail prices, contending with lower margins in their wholesale business. The cost of selling is estimated at 15-17% and pilferage is reported to be high.

Most booksellers operate credit accounts with publishers, varying from 120 days for the larger ones to 30 days for the smaller ones. The bookshops, in turn, extend credit facilities to schools. Cash purchases have never been substantial and counter sales, reported previously to be small, are increasing as parents are gradually coming to realise the need to supplement the basic texts provided by government with additional materials.

There is little selling by correspondence or by subscription. Although a special rate exists for book postage, this is still considered too high to attract wide usage.

The Kenya African Booksellers and Stationers Association

The Kenya African Booksellers and Stationers Association was formed in 1971. Although active, it was somewhat ineffectual as it did not represent all the booksellers on the Kenyan scene. In 1976, the constitution was changed and it was able to admit all booksellers. The Association has three main aims : "to work for the improvement and terms and conditions of supply of goods to booksellers and stationers; to improve and maintain the status of the book and stationery trade, and encourage the improvement of the educational and technical qualifications of its members so as to enable them to render good service to the community; to co-operate for mutual benefit with other organisations concerned with the creation, production and distribution of books and stationery".

The Kenya Booksellers and Stationers Association, as it is now called, at present has a membership of 65. In pursuit of its aims, it has made representations to the two Ministries of Education over the existence of KSES and the proposed establishment of SSES. It has also urged the Ministry seriously to consider increasing the 15% trade discount currently offered by the Jomo Kenyatta Foundation. It has made representations to the Ministry of Finance over delays by the Central Bank in the issuing of import licences, and recently sought guidance from the Central Bank over the cancellation of the provision which hitherto enabled them to import educational equipment of under $400 in value without the need of a licence or pre-shipment inspection.

The Association has been able to agree on a standard 15% mark-up for all its members and has in the past, in association with the British Council, organised courses and seminars for them. It has prepared syllabuses and hopes in future to organise its own training courses for its members. One of the officers told the present writer that with more dedication and will-power, the Association could achieve more, not only for its members but for the book trade in general.

Libraries

There are three main library services in the public sector, namely the Kenya National Library Services (KNLS), the National City Library Services and the University libraries.

One of the aims of the now defunct East African Literature Bureau was to encourage the distribution of books to African readers, the majority of whom lived in rural areas. To achieve this aim, EALB launched a library

system in the 1950s which provided the people of the partner states with access to books through postal borrowing and mobile book vans, while plans for the building of libraries in selected centres were being worked out. At the attainment of independence in 1963, the library division of EALB became the Kenya National Library Service.

Today, KNLS, with a chain of branch libraries in Eldoret, Embu, Garissa, Kakamega, Kisumu, Mombasa, Nakuru, Nyeri, Thika and with new ones shortly to be opened in Kericho and Kisii, is the largest and most extensive library network in the country. It has 84,309 volumes and a seating capacity of 250 at its Nairobi headquarters, and a total of 265,000 volumes and 1900 seats in all the branches put together. In addition, it operates 7 mobile libraries which ply the remote areas of the country, visiting rural centres, lending out books and advising on their use. KNLS has plans to set up a public library in each of the country's 40 district centres during the next ten years, and it is hoped that the government will provide the necessary funds to make possible the realisation of this goal.

The Nairobi City Library Services, run by the Nariobi City Council, operate three libraries in the city. The Macmillan Library, opened in 1931, is the largest of these, with 130,000 volumes and a seating capacity of 370. The Kaloleni Library was opened in 1968 and holds 10,000 volumes. The Eastlands Library, opened in the following year, now houses 20,000 volumes. Half a dozen municipalities in the country maintain small public libraries.

The University libraries of Nairobi and Kenyatta have, as one would expect, the largest concentration of books - Nairobi has over 260,000 volumes, 3,000 periodicals, and a total seating capacity of 580. Kenyatta has 130,000 volumes, 1,000 periodicals and a seating capacity of 250. Although the two libraries are meant to serve mainly the academic community of these campuses, enlightened members of the public can apply and be admitted as outside users and borrowers.

New and larger university libraries are planned for both Nairobi and Kenyatta. The Jomo Kenyatta Library, scheduled to be the main library of the University of Nairobi when it is completed in 1984, will have a seating capacity of 700 and shelving capacity for well over 1 million volumes.

The school and college libraries are the most numerous. Kenya has approximately 2000 secondary schools, of which about 1700 are government-aided. The other schools, commonly referred to as Harambee Schools, are built on a self-help basis in an effort to increase secondary school opportunities for the thousands of pupils who complete primary education, but do not gain admission to government-aided schools. All government-aided schools, and some harambee schools have some kind of library, usually in the charge of a member of staff and a prefect. The government makes available every year a grant of $1 per student for library books, although quite often these funds are deployed on the more basic requirements such as food. For ease of reference, Table 14 has assumed that each school library would have an average of 1,000 volumes, even though the better established ones may have more and the newer ones less. As for the colleges, all of them

have reasonably well-stocked libraries, and the figures given in the Table have been derived from statistics available.

Other library services are offered by foreign cultural missions operating in Nairobi, among them the British Council, Goethe Institute, French Cultural Centre, American Cultural Centre, Information Services of India, Japan Information Centre. Of these, the British Council Library Service is by far the most important. In addition to the Nairobi library the Council has branch libraries in Kisumu and Mombasa. It has a total of over 42,000 volumes, 450 bound periodicals and a seating capacity of 75 (for reading) and 40 (for studying). In 1977, the Council spent £18,200 on new acquisitions alone.

Specialised research and Institute libraries also exist. These are run mainly by some government departments, public corporations, research institutions and the large private companies. In 1977, there were 55 such libraries (Table 14). The limiting factor about them is that they are used exclusively by their members and researchers and are not open to the public.

Libraries are also run by church groups. The Aga Khan Ismailia Association operates three libraries in Nairobi, at Parklands, Moi Avenue and Pangani, with a total of 20,000 volumes and a total seating capacity of just over 200. The Association also has branches in major towns such as Mombasa, Nakuru, Kisumu, Eldoret. The Baptist Mission in East Africa has libraries in Ngara and Parklands, Nairobi; and the Salvation Army runs a small library and reading room on Jogoo Road, Nairobi. The Kokni Muslim also have a library in Nairobi.

It must be realised that it is one thing having libraries, and quite another getting people to visit them. In the present writer's view, public libraries in Kenya have tended to be seen as elitist structures meant for the privileged few. It is necessary to erase this intimidating image and to initiate campaigns in the media and elsewhere to secure public acceptability and make the ordinary people realise that these libraries are meant for them.

The Kenya Library Association

This is perhaps the oldest and best established of all the associations discussed in this survey. It was started in 1956 as the East African Library Association. After independence, it became necessary in 1972 to establish the Kenya Library Association, which now has a membership of 400.

The Association has among its aims, the promotion of professional integrity, the advancement of the science of information through establishing and maintaining standards of professional education, training and practice, and the promotion, improvement and establishment of library, archive and documentation services. It seeks to unite and co-operate with all other professionals concerned with information work in Kenya and elsewhere.

In fulfilment of its aims, the Association has conducted a wide range of workshops and seminars, both national and international, on various aspects of the profession. It has, whenever called upon to do so,

advised government and helped in the recruitment of candidates for further studies to be undertaken locally or abroad. For some years now, the Association has been looking into the question of establishing a Library School, and was instrumental in the government's decision to provide for a Faculty of Information Sciences in the new University to be built at Eldoret. It also initiated the establishment of a National Bibliographic Centre, now housed at the Kenya National Library Services building, and is one of the associations actively supporting the establishment of a National Book Development Council.

It has developed strong regional links with member states of the former East African Community and beyond. When the agreement to dissolve the East African Library Association was reached in 1972, a standing conference of Eastern, Central and Southern Africa, embracing Kenya, Uganda, Tanzania, Malawi, Zambia, Lesotho and Swaziland was set up. The group has held regular meetings every two years in the capitals of the member countries. The next meeting, at which it is hoped Zimbabwe will be admitted, will be held in September 1982 at Blantyre, Malawi.

The Association has also maintained close contact with relevant international associations, such as the International Federation of Library Associations, the Association of Commonwealth Librarians, etc. As a result of its active participation in these forums, the International Conference of the Association of Commonwealth Librarians will be held in Kenya in March, 1983 and immediately afterwards there will be a meeting of the International Association of Agricultural Librarians and Documentalists, followed in 1984 by the conference of the International Federation of Library Associations - the first to be held in Africa.

The Association publishes, twice a year, a journal under the title Maktaba.

V. READING

Reading, or the lack of it, is one of the most serious problems facing the book industry in Kenya today. It is widely believed, here and abroad, that Africans do not read books beyond the classroom and when they finish their education, they do not read for pleasure. This view is valid to an extent; it was truer ten years ago than now.

This problem is partly historical and partly cultural. One only needs to take a close look at the history of education in Kenya to appreciate the present sad state of affairs. Education, with the book as its instrument, was brought to this country by missionaries. They forced people to go to school and to read books (mostly of a religious kind) which they felt were good for them. Reading and religion were sold as a package, so completely that in most African languages the word for a Christian (musomi in Bantu) is the same word for a reader, i.e. one who reads. Because the people had little interest in what they were made to read, they were induced with promises of material and spiritual rewards - a good job, prestige, financial gain and a comfortable life. In the end, those who attained these rewards stopped reading because there was no more to read for, and those who did not attain them stopped reading in frustration.

Also, most African communities then, and to a large extent now, consider books as foreign, alien and difficult things. They derive more pleasure and communicate more easily through the oral and performing arts - talking, singing, dancing, music and drama. Communication with the book is a private experience, and our people have always preferred to share in communal activities in which one gives as much as one takes. Communication with a book is a one-way process which our people find idle and boring.

Finally, the kind of books that have been published in Kenya and Africa at large have not appealed to the particular and daily concerns of our people. To a very large extent, the process of reading a book is an alienating one, a duty, a sacrifice of one's best interests. This feeling is heightened by the fact that most of the books are written in a foreign language. And even when the language used is one's own mother tongue, the characters on the page do not always conform to the sounds intended, making the reading difficult and helping further to alienate one from a language one speaks so well.

There are, however, some more practical and more easily recognisable problems that hinder reading, the most obvious one being illiteracy. The 1979 National Census revealed that out of the total population of 15,327,061, no less than 7,853,494 (51%) were illiterate (Table 17). A total of 6,130,533 (40%) had had elementary primary education, (some of them may well have lapsed back into illiteracy), leaving an average general readership of just over 1,212,540 (8%) to support the general book industry.

We must hasten to counter the gloomy picture of the last paragraph with rather more pleasant statistics. Of the 7,853,494 illiterate people, 2,843,406 (19%) were children who had not yet reached school-going age, and could not therefore be expected to read. Further, the figures from the 1969 census would seem to show that the situation then was much worse. From a total population of 10,942,705, a good 7,979,287 (73%) were illiterate, and 2,657,751 (24%) had received elementary primary education, with a mere 305,667 (3%) capable of reading a book of average difficulty. The 1979 figures show that Kenya has made considerable progress in the area of literacy, through the formal education sector. It has reduced the number of illiterate people in the country and has more than doubled the number of those with elementary primary education. The number of those with secondary education and above has quadrupled during the ten-year period (Table 17).

There have been literacy campaigns throughout the country, but these have never attained the same momentum or been received with the same enthusiasm and public acceptability as those conducted in neighbouring Tanzania. There have been several problems, such as the widely publicized one of men refusing to sit in the same classroom as women. Not enough has been done to attract people to these classes, to motivate them to continue attending, and to open up new opportunities for those who graduate. There has been little interesting follow-up reading material for those who have attained proficiency so as to make their education continuous and of life-long value.

Three years ago, Kenya set a target of 1983 as the year when illiteracy would be eradicated in the country. The Department of Adult Education in the Ministry of Culture and Social Services was charged with the responsibility of achieving this target. It recruited more than 3,000 full-time, and a further 5,000 part-time teachers, and attracted an unspecified number of volunteers. In January 1982, it was reported that only 1,180,443 people had been enrolled, of whom only about 300,000 had passed their proficiency tests. The cause of this low performance was attributed to the Department's lack of finance and lack of interest and motivation for the would-be learners.

It is felt that if a literacy campaign is to be successful and effective it must involve the whole population and start from the grass-roots with the support and involvement of the ruling political party, KANU. As one journalist aptly put it in a local daily recently, "What is required is a national campaign backed by a total national resolve and thrust in form of a philosophical or ideological commitment." At the present rate of progress, illiteracy is unlikely to be wiped out in the foreseeable future.

Socio-Economic Conditions

We must now turn our attention to those who can and want to read but cannot afford to do so. In a survey conducted by local newspaper and magazine firms, it was found that sales represented only 10% of the total readership. This pattern may be true of books as well. In a survey organised by the writer on the reading habits of Nairobi schoolchildren, and compiled at the Kenya National Academy for the Advancement of Arts and Sciences, nearly 75% of the children interviewed reported that they had borrowed the book they were reading from a friend. So it is as much a book-buying as it is a book-reading problem.

In Kenya today, the sales of non-school books are quite disappointing. A very successful work of fiction will sell an average of 1,000 copies a year, and a Swahili translation of a well-established work less than 500 copies. However, two works of fiction written by Ngugi wa Thiong'o in Gikuyu and published in 1980 by Heinemann, Nairobi, sold an average of 15,000 copies each during the first year. This was the highest figure ever recorded for sales of non-school books.

As pointed out above, economic considerations cannot be ruled out. The average per capita income in Kenya in 1980 was US$420. (1) Many people, both in the rural and urban areas, are struggling to earn the bare necessities of life, namely food, shelter and clothing. To such people, books are an unnecessary and irrelevant luxury. A general rise in living standards would bring with it spare cash, and books, already recognised as essential commodities, might receive the attention they deserve.

Reading Movitivations and Typology of Readers

In the readership survey referred to above, both pupils and teachers were asked what should be done to motivate more Kenyans to read, and some of the responses given are discussed below.

The idea of holding reading competitions was widely preferred by the children. The teachers felt that, perhaps, parents should make it their responsibility to read to their children every night.

(1) Statistical Digest 1982, Unesco, Paris, 1982

It was widely felt, particularly by teachers, that there were not enough reading materials and those available were generally unsuitable. It was interesting to note that children preferred comics, fiction, biographies and sports for their leisure reading. Publishers were called upon to develop reading materials that were local and relevant.

The need to set up more school and public libraries was widely voiced. Many children reported that they came from crowded homes, or lived with relatives in conditions which were not conducive to reading. Some children lived in houses without electricity and others were made to work in the house after school and could not find time to read.

On the whole, it was encouraging that 746 (91%) out of the 820 children interviewed stated that they liked reading for pleasure. The same percentage may not apply to adults, as they have other interests which put more pressure on their time. The present writer estimates that Kenya has an active reading population of 100,000 which could be extended to 500,000 if some of the obstacles outlined earlier could be overcome.

VI. PROFESSIONAL TRAINING

Opportunities

Opportunities for professional training, local or overseas, are rare. We shall take a broad look at the various sectors, their present needs and how these are met, their future requirements, and what efforts, if any, are being made to provide additional training facilities.

As can be seen from Table 19, Kenya's book professionals average 100 authors, 4 translators, 35 publishers, 25 printers, 150 booksellers, 300 trained and 350 untrained librarians. It must be emphasised that the figures of publishers, printers and booksellers provided in the table were not based on an actual head count. Rather, it was presumed that every major publishing house had at least 3 professionals and that the smaller ones had one. In the case of printers and booksellers, it was presumed that each printing house had at least one trained printer and one semi-trained printer, while every full-time bookseller was assumed to be trained. The figures for authors, translators and librarians were derived from existing data.

(a) Authors

It is a well-known adage that authors are born, not made. This may be true with certain categories of author. It is difficult to train creative writers of fiction; but the same is not true of textbook writers. A writer can be trained in the art of discipline, expression and presentation. In Kenya today, there are no facilities for the training of authors. But publishers can help in training and guiding their textbook writers in matters of house style, layouts, footnoting, proof-reading, indexing, etc. They would be well advised to print manuscript preparation guidelines for their authors, so as to avoid unnecessary

delay and expense. An elementary proof-reading course would enable writers to correct their proofs in a manner more readily understandable to the publisher and his printer. Such a course exists at the Kenya Polytechnic, but to the knowledge of the present writer, it has not attracted any authors.

(b) Translators

Most of the earlier translators were white missionaries who had undertaken the arduous challenge of learning Kiswahili and other national languages. There are many Kenyans who are capable of translating from English to Kiswahili and vice versa, English to their own first language and vice versa. Unfortunately, there are very few people who have mastered two languages well enough to translate a work from one language to another. It is easier to find translators from Gikuyu to Swahili than, say, Gikuyu to Luo or Luhya or Kamba, and vice-versa. It would be a worthwhile investment if the government were to set up a Translation Institute to train such cadres. Translators do not as yet exist as a body and there is a need to discover and train those with talent. It is a pity that a country with at least 40 active languages should have so few translators.

(c) Publishers

With more and more people becoming literate, and the continuing expansion of formal education, the country will require more and more publishers. Most of the publishers in Kenya today have trained on the job. Those associated with multi-national companies have had the additional advantages of working with their Head Offices in the United Kingdom, where they have on occasion followed intensive publishing courses. But within the country itself few opportunities exist. The Kenya Polytechnic offers a course in General Technical Knowledge, but this instructs the trainee on how to deal with printers, and does not deal with the other vital aspects of publishing.

(d) Booksellers

Kenya booksellers have been fortunate in that through a special arrangement with the British Council they have been visited by a British Council expert once every three years. The expert has conducted seminars, lectures and in-service courses. The Kenya Booksellers Association has been sufficiently encouraged by the value and response to these courses to plan similar courses for its own members, one of which is scheduled for this year.

(e) Printers

The Kenya Polytechnic offers a comprehensive course in printing technology. This is a full-time two-year course leading to a diploma or a City and Guilds Certificate. Unfortunately, Government scholarships are not awarded for this course, and students are expected to pay their own fees. As they cannot afford to do so,

most of them opt for the part-time elementary course offered in the evenings. It is encouraging to note that some of the large printers, namely Kenya Litho and Printpak, do sponsor their staff to the Kenya Polytechnic, both on a full-time and part-time basis. Further on-the-job training opportunities are offered by most of the larger printers.

The Kenya Printers and Converters Association is exploring possibilities of setting up a Training School with the Department of Industrial Training in the Ministry of Labour. Apparently, printers have been paying a training levy to government and more than $300,000 has been collected but not yet used. The Association has proposed that this money could be used to set up a Training School with a small research and testing laboratory to serve the industry.

(f) Librarians

The University of Makerere, Uganda, has for a long time run a full-time course for library assistants. It admits students who have worked in a library for at least nine months and have good 'O' Level passes at least. Most of the librarians and library assistants currently employed in the major libraries were trained at Makerere. Kenya stopped sending students to Makerere in 1974, and instead established a Department at the Kenya Polytechnic to offer similar courses. An average of 35 library assistants graduate each year from this Department.

Through a technical assistance programme with the British Council, graduate library trainees are offered scholarships to study in the United Kingdom. It has been possible recently to obtain a limited number of scholarships to Australia, Canada and the United States of America.

There has not been rapid training in these sectors of the book industry because, with the exception of librarianship and printing, job opportunities have been few. After all, it is a small industry and its salary structures and terms of employment have not kept pace with other commercial sectors of the economy.

Conclusion

There are not many training opportunities available in this country. The courses offered in printing and librarianship at the only training centre, Kenya Polytechnic, are of a reasonably high quality. The University of Nairobi, which is the highest institution of learning in the country, does not offer courses in any of the professions discussed above. However, a Presidential Commission set up in 1981 to look into the question of a second university recently reported that there is need to create such an institution, with emphasis on technical subjects. The commission proposed that the new University should have a Faculty of Information Sciences. If its findings are adopted, and there is every indication that they will be, we can look forward to a time when the book industry will be served by properly trained cadres from the new university.

VII LEGAL AND INSTITUTIONAL FRAMEWORK

Kenya Copyright Law

All works published in Kenya whether written by Kenyans or non-Kenyans are the property of the owners and are protected under the Kenya Copyright Act of 1966 and the Kenya Copyright (Amendment) Act of 1975. This Act is closely modelled on the British Copyright Law to which Kenyans were bound during the colonial period and up to 1966 when it was abrogated at the enactment of the Kenya Copyright Law.

Observers have noticed little difference between the Kenyan and the British Copyright Law, except that the list of copyrightable works is shorter under Kenyan law. For example, it does not mention unpublished works or compulsory licensing of works of deceased authors if these works are withheld from the public by executors, assigners or administrators.

It does however take note of Kenyan traditions and culture by limiting the application of the law in respect of oral materials. The Attorney General is given added powers to restrict the right of an author to control the translation, transcription or reproduction of 'folklore'. This is particularly important since oral literature, (viz: oral narratives, myths, legends, proverbs, riddles) is public property and should not have a specific owner. It would not be right if one author were to claim copyright to a work of oral literature simply because he had written it down!

International Conventions

Kenya became a signatory to the Universal Copyright Convention on September 7, 1966, the same day the British Copyright Law was abrogated and the Kenya Copyright Law enacted. It is also bound by the Berne Convention and the Florence Agreement. Signatories of the Berne Convention, the Geneva Convention and the Florence Agreement are accorded copyright protection in Kenya similar to that accorded to its own nationals.

Commenting on Kenya's Copyright Law in his book Copyright Law and Publishing in Kenya, J.W. Chege writes: 'The Copyright Law that governed Kenya during the Colonial times continues in post-independence Kenya. The law has favoured the exploitation of the country in three main ways. Firstly, it has made it possible for foreign publishers to have easy access to Kenya as a market for their publications. Secondly, it gives foreign publishers free play on the Kenya market ..... making it a victim of editorial policies determined overseas in foreign capitals like London and New York. Thirdly, the illusory reciprocity that is contained in the Act ensures that no indigenous publishing industry rises up to propagate a national culture, ideology.' (p. xi). Chege concludes his argument by saying that 'nothing short of a new economic order will redress the present anomalies in the Kenya publishing industry'.

The present writer feels that the problems of the Kenyan publisher are far more complicated, and cannot be blamed on the copyright act alone. For example, in Tanzania where the Copyright Act does not favour the exploitation of the country, the book industry has made far less progress than in Kenya. What is needed, it is suggested, is the strengthening of the infrastructural base of the book industry so that there are more trained professionals in all its sectors. The next stage would require government

intervention whereby foreign firms would be required to surrender some of their equity to nationals, as was the case in Nigeria, and the nationals themselves provided with capital and participation in government publishing projects so as to enable them to establish a strong publishing base. In this way the local publishing industry would develop alongside imported books which the country would still need, especially in the fields of higher education, medicine, science and technology.

The present writer is not aware of any other legal requirements or limitations that affect the operation and constitution of book-related industries other than the regulations in force for all businesses. However, all publishers are required to register all their new publications with the Registrar of Books and Newspapers. Three clean and perfect copies must accompany the registration form. One copy is given to the University of Nairobi, the other to the National Archives, and the third is retained by the Registrar. The Registrar notifies the Price Controller about the price of the book, and it is the duty of the price inspectors to ensure that books are sold at the registered prices. Publishers are not allowed to increase the price of books (unless they are reprints) without the written permission of the Price Controller.

Official government publications, and other government publications are exempted from registration. Whereas one can understand the reasons behind this regulation particularly in respect of the former, (many publications are of restricted circulation, and are not sold to the public through commercial outlets), it is important that records and information of all publicatons be kept in one central place. The present writer, for example, was not able to obtain information on publications of the Kenya Literature Bureau from the Department of the Registrar-General during the period under study when the Bureau operated as a department of the Ministry of Higher Education. The exemption clause makes it difficult to obtain information and establish sources of government publications. It does not seem to serve any other purpose and should therefore be revoked.

National Book Development Council

Unesco's blueprint on book development councils summarises their role as follows: 'to stimulate and co-ordinate the publication and use of books in such a manner that they become effective tools in national development and to integrate book promotion plans into overall national development planning.' (National Councils for Book Development, p. 21).

The various associations discussed in this study have, at one time or another, made representations to one department or other of government. Quite often these representations have not received the attention they deserved, and the government might be pardoned for feeling it was being pestered by constant demands from all sectors of the book industry.

The need to set up a book development council has been uppermost in the minds of Kenyan book professionals for some time now. Several planning committee meetings have been held and at one of them interim officers were appointed and an application for registration made. The Council was registered on 22 July 1980. However, to date, no meetings have been held, and therefore no legal offices of the Council exist. The need to have such an organ and the role it can play in co-ordinating and strengthening the activities of the book industry cannot be over-emphasised.

TABLE 1

Population, titles and copies published (new books only)

Year	Population	Total Number of		Per million inhabitants		Pages per inhabitant per year
		Titles	Copies	Titles	Copies	
1977	14,125,420	121	620,911	8.6	44,036	6.6
1978	14,713,979	186	1,086,137	12.7	73,887	11.3
1979	15,327,061	156	1,157,802	10.2	75,673	11.7
1980	15,940,143	142	848,099	8.9	53,339	4.6

Source: Publishers Register, Department of the Registrar-General, Office of the Attorney-General, Nairobi

Note : These statistics do not include publications by the Kenya Literature Bureau. It published 11 new titles in 1977, 15 in 1978, 40 in 1979 and 26 in 1980.

TABLE 2

Publishing houses : Number, major publishing houses, other publishing houses, geographical distribution and specializations

Year		Total	Number by importance		Geographical Distribution	
			Major	Other	Urban	Other
1977	A	1	1	0	1	-
	B	13	4	9	13	-
	C	24	3	21	20	4
1978	A	1	1	0	1	-
	B	19	4	15	19	-
	C	18	4	14	14	4
1979	A	1	1	0	1	-
	B	21	4	17	21	-
	C	15	5	10	11	4
1980	A	1	1	0	1	-
	B	16	4	12	16	-
	C	16	4	12	12	4

A = of the public sector
B = of the private sector
C = religious

Source: Publishers Register, Department of the Registrar-General, Office of the Attorney-General, Nairobi

TABLE 3

Textbooks published : numbers of titles and copies

Year	Number of titles			Number of copies		
	Books	Pamphlets	Total	Books	Pamphlets	Total
1977	30	12	42	202,704	23,587	226,291
1978	18	28	46	292,000	67,000	359,000
1979	41	20	61	289,350	121,823	411,173
1980	32	18	50	196,794	87,600	284,394

Source : Publishers Register, Department of the Registrar-General, Office of the Attorney-General, Nairobi

TABLE 4

Children's Books Published : Numbers of Titles and Copies

Year	Number of Titles			Number of Copies		
	Books	Pamphlets	Total	Books	Pamphlets	Total
1977	11	1	12	64,304	10,000	74,304
1978	9	8	17	43,180	35,680	78,860
1979	9	14	23	40,035	93,500	133,535
1980	34	28	62	183,720	149,000	332,820

Source: Publishers Register, Department of the Registrar-General, Office of the Attorney-General, Nairobi

TABLE 5

Books Published : Number of Titles, According to Language of Publication

Year	Total	National Language(s)		Foreign Language(s)	
		Swahili	Others	English	Others
1977	71	17	5	48	1
1978	92	22	7	58	2
1979	84	13	7	64	-
1980	93	31	13	49	-

Source: Publishers Register, Department of the Registrar-General, Office of the Attorney-General, Nairobi

TABLE 6

Books Published : Number of Copies, According to the Universal Decimal Classification (UDC)

Year	Total	General	Philosophy	Religion	Social Sciences	Pure Sciences	Appl. Sciences	Arts	Literature	Geography
1977	356,575	17,500	-	128,496	3,500	67,500	17,000	30,000	87,579	5,000
1978	513,929	41,500	-	167,623	26,000	12,500	58,306	28,000	105,000	75,000
1979	561,882	56,097	5,000	154,800	13,750	24,200	42,000	124,000	134,035	8,000
1980	503,144	39,200	3,000	189,724	8,000	50,000	24,500	9,000	171,720	8,000

Source : Publishers Register, Department of the Registrar-General, Office of the Attorney-General, Nairobi

TABLE 5

Books Published : Number of Titles, According to Universal Decimal Classification (UDC)

Year	Total	General	Philosophy	Religion	Social Sciences	Pure Sciences	Applied Sciences	Arts	Language & Literature	Geography
1977	73	8	-	28	1	10	4	5	16	1
1978	88	14	-	29	9	2	6	3	22	3
1979	86	11	1	30	2	6	5	6	23	2
1980	93	10	1	23	2	5	4	2	44	2

Source : Publishers Register, Department of the Registrar-General, Office of the Attorney-General, Nairobi

TABLE 8

Book Translations : Number of Titles, According to UDC

Year	Total		General		Philosophy		Religion		Social Sciences		Pure Sciences		Applied Sciences		Arts		Literature		Geography		History	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B
1977	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1978	4	1	-	-	-	-	2	1	-	-	-	-	-	-	-	-	2	-	-	-	-	-
1979	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1980	3	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-

A = to national language(s)

B = from national language(s)

Source : Publishers Register, Department of the Registrar-General, Office of the Attorney-General, Nairobi

TABLE 9

Book Imports and Exports

Year	Imports		Exports	
	Total Value US $ million	Major Countries of origin	Total value US $ million	Major Countries of export
1976	2.8	United Kingdom	2.4	Uganda
1977	3.0	United States	1.9	Tanzania
1978	4.0	India	0.78	Nigeria Zambia
1979	4.6		1.2	

Source : Statistical Abstract, 1980, Central Bureau of Statistics, Ministry of Economic Planning and Development

TABLE 10

Printing Houses : Number, Major Printing Houses, Other Printing Houses, Geographical Distribution and Manufacturing Capacity

Year		Total	Number by Importance		Geographical Distribution		Manufacturing Capacity (number of volumes)		
			Major	Other	Urban	Other	Total	Major	Other
1978	A	2	2	-	2	-	42,000	42,000	-
	B	28	7	21	25	3	1,043,967	597,775	446,362
1979	A	3	2	1	3	-	160,200	145,200	15,000
	B	27	10	17	25	2	997,602	778,019	219,583
1980	A	2	2	-	2	-	2,000	2,000	-
	B	28	10	18	24	4	846,099	535,711	310,388

A = of the public sector

B = of the private sector

Source : Publishers Register, Department of the Registrar-General, Office of the Attorney-General, Nairobi

TABLE 11

Newsprint and Coated Printing Paper : Imports

Year	Imports (in tons)	
	Newsprint	Printing Paper (Coated)
1976	4,178	1,582
1977	4,777	1,958
1978	5,846	1,618
1979	8,409	2,048

TABLE 12

Quantities and Prices of Locally Produced Uncoated Printing Paper and Imported Coated Paper (Per Ton)

Year	Locally Produced (Uncoated)			Imported (Coated)	
	Quantity (in tons)	Price (US$) Local	Price (US$) Imported§	Quantity (in tons)	Price (US$)
1976	1,500	810	580	1,582	841
1977	1,600	990	580	1,958	872
1978	1,700	1,040	600	1,618	897
1979	1,800	1,080	680	2,048	1,021

Source : Statistical Abstract, 1980 Central Bureau of Statistics, Ministry of Economic Planning and Development

§ Price of imported uncoated paper is included for comparison only; import of uncoated paper is prohibited

TABLE 13

Bookstores and Other Selling Points : Number and Geographical Distribution

Year	Total	A	B	Geographical Distribution			
				A		B	
				Urban	Other	Urban	Other
1980	205	163	42	111	52	37	5

A = Bookstores

B = Other selling points

Source : Textbook Centre, Nairobi

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TABLE 14

Libraries, Their Holdings and Acquisitions, by Category of Library

Year	Code (1)	Category of Libraries						
		National	Public	University	School	Specialized, Research & Institute libraries	College	Total
1977	A	8	12	2	1,493	55	38	1,608
	B	162	197	270	1,493	613	233	2,968
	C	25	44	111	314	457	39	990

(1) Code : A = number of libraries
B = number of volumes (in thousands)
C = cash available for new acquisitions (in thousands of US $)

Source: Directory of Libraries in Kenya, compiled & ed. J.R. Njuguna
Gazelle Books, Nairobi

TABLE 15

Number of Schools

Year	Primary	Secondary	Teacher Training	Technical
1976	8,544	1,268	19	13
1977	8,896	1,473	19	13
1978	9,349	1,773	20	15
1979	9,622	1,711	20	16

Source : Statistical Abstract, 1980 Central Bureau of Statistics, Ministry of Economic Planning and Development

TABLE 16

Number of Pupils in Schools

Year	Primary	Secondary	Teacher Training	Technical
1976	2,894,617	274,838	9,187	6,121
1977	2,974,849	313,977	8,924	6,333
1978	2,994,894	354,452	9,011	7,170
1979	3,698,246	370,703	9,906	7,607

Source : Statistical Abstract, 1980, Central Bureau of Statistics, Ministry of Economic Planning and Development

TABLE 17

Highest Level Of Education Reached

Level		1979	1969
None	Men	3,420,929	-
	Women	4,432,565	-
	Total	7,853,494	7,979,287
Primary	Men	3,338,651	-
	Women	2,791,882	-
	Total	6,130,533	2,657,751
Secondary	Men	711,085	-
	Women	401,080	-
	Total	1,112,165	267,650
Higher Education	Men	73,599	-
	Women	26,776	-
	Total	100,375	38,017
Not Stated		130,494	-
Total Population		15,327,061	10,942,705

Source: Statistical Abstract, 1980 Central Bureau of Statistics, Ministry of Economic Planning and Development

TABLE 18

Survey of Reading Habits and Preferences Among Nairobi Schoolchildren

Categories	Reading Levels					
	Regularly		Occasionally		Never or almost never	
	Number	Percentage	Number	Percentage	Number	Percentage
Boys	244		74		16	
Girls	201		166		25	
Total	445	61	240	33	41	6

Source : Kenya National Academy for Advancement of Arts and Sciences, May 1980

TABLE 19

Book Professionals in the Major Sectors

Year	Professions																	
	Authors			Translators			Publishers			Printers			Booksellers			Librarians		
	T	F	P	T	F	P	T	S	NS	T	S	NS	T	F	P	T	TR	UT
1977	82	-	82	-	-	-	39	27	12	27	11	16	187	144	43	601	282	319
1978	113	-	113	4	-	4	41	20	21	30	9	21	211	151	60	641	307	334
1979	101	-	101	-	-	-	34	15	19	24	4	20	196	145	41	687	338	349
1980	118	1	117	3	-	3	32	16	16	28	9	19	205	163	42	713	351	362

T = Total F = Full Time P = Part Time S = Specialised NS = Not Specialised

TR = Trained UT = Untrained

Source : Publishers Register, Department of the Registrar-General, Office of the Attorney-General, Nairobi